

Georgia - Industry-Led Skills and Workforce Development

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Overview

Identification

COUNTRY

Georgia

EVALUATION TITLE

Industry-Led Skills and Workforce Development

EVALUATION TYPE

Independent Performance Evaluation

ID NUMBER

DDI-MCC-GEO-EDU-ISWD-2017-v01

Version

VERSION DESCRIPTION

Not applicable to this evaluation; no quantitative data to be shared

Overview

ABSTRACT

The key evaluation questions for the ISWD project evaluation are as follows:

1. How did the implemented PICG courses compare with the original grant proposals, and what were the reasons for any deviations?
2. Did trainees enroll in PICG-supported courses and graduate from them at targeted levels?
3. What were the labor market outcomes (employment and wages) for graduates from PICG-supported courses?
4. What were employer perceptions of the graduates from the PICG-supported courses, and how did the availability of these graduates affect their hiring and training plans?
5. Will PICG-supported courses be sustained after the compact?
6. What are TVET providers' perceptions of the best practices identified and disseminated by the project, to what extent have they adopted them, and what are the main barriers to doing so?
7. To what extent have the MES and its agencies adopted the policy reforms supported by the project, and what have been the main challenges in doing so?
8. How and to what extent has the annual TVET conference influenced providers, employers, the MES, and other TVET sector stakeholders?

To answer these questions, we propose a mixed-methods performance evaluation, which will include two studies: (1) a quantitative outcomes study of Activity 1; and (2) a qualitative study assessing all project activities (Activities 1-4). To evaluate the possible effects of Activity 1, the outcomes study will measure the training and labor market outcomes of trainees in PICG-supported courses approximately one year after they graduate and, to the extent possible, compare those outcomes with those of a relevant sample of trainees who attended non-supported courses. The qualitative study will explore implementation of all the project activities, the potential mechanisms driving the results observed in the Activity 1 outcomes study, and the likelihood of sustainability across all ISWD initiatives after the compact ends.

EVALUATION METHODOLOGY

Other (Performance Evaluation)

TOPICS

Topic	Vocabulary	URI
Education		
Technical and vocational education and training		

KEYWORDS

Georgia, Education, Technical and vocational education and training

Coverage

GEOGRAPHIC COVERAGE

The 10 TVET providers who were selected as PICG grantees (Activity 1) are located throughout Georgia, and trainees from these courses can also come from around the country. Therefore, the data collection conducted for the study will not be representative of a particular geography, but rather of the group of trainees in PICG-supported courses.

Producers and Sponsors

PRIMARY INVESTIGATOR(S)

Name	Affiliation
Mathematica Policy Research	

FUNDING

Name	Abbreviation	Role
Millennium Challenge Corporation	MCC	

Metadata Production

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Millennium Challenge Corporation	MCC		Review of Metadata

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DDI DOCUMENT VERSION

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MCC Compact and Program

COMPACT OR THRESHOLD

Georgia Compact II

PROGRAM

In July 2013, the Government of Georgia and the Millennium Challenge Corporation (MCC) signed a \$140 million compact that aimed to improve the quality of education in science, technology, engineering, and math, and in turn foster a more skilled Georgian labor force. The five-year compact, which entered into force in July 2014, includes three projects that focus on general education, workforce development, and higher education. The Industry-led Skills and Workforce Development (ISWD) project, with a total investment of \$16 million, aims to increase the supply of Georgians with technical skills relevant to the local economy through investments in Technical and Vocational Education and Training (TVET). The project comprises the following four activities: (1) Program Improvement Competitive Grants (PICG) will fund Georgian TVET providers on a competitive basis to establish new or improved training courses that reflect industry demand for skills; (2) Strengthening TVET Provider Practice (STPP) will provide small grants on a competitive basis to develop innovative tools for TVET providers, and will identify and promote the uptake of best practices across the TVET sector; (3) Strengthening TVET Sector Policy will

provide technical assistance to the Ministry of Education and Science (MES) related to TVET sector policy; and (4) Annual TVET Conference will serve as a forum for dialogue and information sharing among TVET stakeholders, and the dissemination of best practices.

MCC SECTOR

Education (Edu)

PROGRAM LOGIC

In the short term, Activity 1 is expected to lead to an increase in the availability of industry demand-driven TVET courses (the PICG-funded courses). These courses-as well as Georgian TVET courses more generally-are expected to benefit further from improved quality and closer alignment with industry needs through the adoption of best practices disseminated by Activity 2, as well as the implementation of policy changes supported by Activity 3. By encouraging interaction among stakeholders, Activity 4 is expected to support the other activities-for example, by facilitating dissemination of best practices (Activity 2) and greater industry engagement in TVET (Activity 3). In the medium term, the combination of project activities is expected to increase the availability of graduates with higher-level skills in areas of industry demand. This is expected to result in greater industry satisfaction with local TVET programs, which will lead to greater industry co-investment in the sector. In turn, this increase in investment should feed back into an even larger increase in the availability of graduates with industry-demanded skills. Finally, in the long term, the program logic suggests that industry will engage fully in the TVET sector. The close alignment of graduates' skills with market needs will lead to increased incomes through higher employment rates, which reflects higher demand for their skills, and higher wages for those who are employed, which reflects their higher productivity. Ultimately, these outcomes are expected to contribute to increased economic growth and reduced poverty in Georgia (the Georgia Compact's overarching goal).

PROGRAM PARTICIPANTS

Program participants are defined as enrollees in PICG-supported courses (Activity 1).

Sampling

No content available

Questionnaires

No content available

Data Collection

Data Processing

No content available

Data Appraisal

No content available